



nepeanschool

Mid Year Report 2016



Student Support Group

Parent/Carer:

Class Teacher: Angela and Holly

Physiotherapist: Anne

Occupational Therapist: Alicia

Speech Therapist: Danielle

Music Therapist: Mary

Registered Nurse: Stacey

Art Teacher: Sandra

Aquatics Teacher: Samantha

Music, Dance & Drama Teacher: Katarina

Learning Priorities

For to -

- further develop communication using a total communication approach
- develop an awareness of personal safety and safety of others
- further develop expressive and receptive language skills
- further develop self help skills e.g. dressing, mealtimes and toileting
- further develop fine motor skills
- further develop motor planning, organisation and sequencing skills
- further develop strategies when regulating emotions and behaviours
- further develop balance, muscle strength and range of movement

Personal and Social Learning

My Place in the Community	Civics and Citizenship
Feelings and Values	Personal Learning
Building Independence	Interpersonal Learning
Life Transitions	Social Learning

Information & Communication Technologies

Collect, sort and recognise simple patterns in data, and assist with the use of digital systems to represent data as pictures and symbols

- respond to on-screen movements (verbal cues) for an extended length of time in a structured session



- demonstrate care of equipment (verbal cues)(visual cues) across all settings



- activate switch to build or sequence events on a computer, stopping to attend to screen on completion of sequence (verbal cues) (visual cues) across all settings for an extended length of time



Reading & Viewing

Explore the concept of difference through matching letters, images, shapes and familiar words and sounds.

- Read own name (visual cues) (verbal cues) in familiar setting.



- imitate reading a familiar story using memory and picture cues (verbal cues) (physical prompts) (visual cues) in a structured session.



- match letters based on their shape (verbal cues) (visual cues) in a structured session.



- match written words with familiar objects or people (physical prompts) (verbal cues) (visual cues) in a structured session.



Play & Leisure

Participate in structured play in various settings

- engage in play/activities with a variety of materials (verbal cues) (visual cues) in a structured session



- engage in same play/activity next to other students, doing similar activities with some interaction and imitation, e.g. sand activities (verbal cues) (visual cues) in a structured session



- share with others during games/activities (verbal cues) across all settings



Speaking & Listening

Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling.

- navigate through 3 links within a 20 cell multi-level communication book (verbal cues) in a structured session.



- ask and answer simple questions about ideas heard (physical prompts) (verbal cues) (physical prompts) in a structured session.



- Listen to brief spoken text that deals with familiar ideas and information (verbal cues) (visual cues) in a structured session.



Life Skills

Explore what actions promote health, safety and wellbeing

- obtain specified clothing and organise self to dress across all settings



- follow a daily personal care routine (verbal cues) across all settings



- cut with knife and fork (verbal cues) (physical prompts) (visual cues) in a structured session



- dress within time given (coactive MG) in a structured session



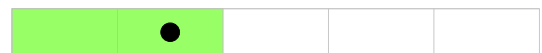
- put on AFOs (coactive MG) (physical prompts) (verbal cues) (visual cues) in a structured session



Maths Concepts

Participate in the comparison of objects, using language such as 'same' and 'different'.

- demonstrate awareness of contrasting quantities (same, more, less) (verbal cues) (visual cues) in a structured session.



Learning Focus Topics

Science	Chemical Science
Design Technology	Plants & Animals
Plants & Animals	People & Places
History	Present & Past Family Life

Maths Chance & Data

Participate in data collect.

- use pictographs to present data (visual cues) (verbal cues) in structured setting



Writing

Select an image and illustration to represent a familiar literary text or recent event.

- Attempt to write own name (verbal cues) (visual cues) in a structured session.



- Combine personal writing with supportive drawings or computer graphics (verbal cues) (visual cues) in a structured session.



- Cut along a straight line (verbal cues) (visual cues) in a structured session.



Maths Measurement & Geometry

Identify the familiar events within the day using a visual schedule.

- relate activities to the correct time of the day (verbal cues) (visual cues) in a structured session.



Maths Number

Participate in everyday situations involving 'adding' and 'taking away'.

- use one to one correspondence, object to object (verbal cues) (visual cues) in a structured session.



- match number symbols 6-10 (verbal cues) (visual cues) in a structured session.



General Comments

Class Teacher:

Assistant Principal:

Principal:



Guide to Reading Reports

In line with Department of Education policy, we will continue to use a 5 point scale to show your child's progress towards each of their learning goals. Progress is indicated by a dot on a coloured continuum. The stages of the continuum are as follows –

Blank	Working Towards				Achieved
This skill or concept has not yet been explicitly taught. It will be introduced in the next semester.	This skill or concept has been experienced by the student and demonstrated by teacher/therapist.	Modelling and consistent prompts are used to learn new skill or concept.	Students are practising this skill with identified prompts.	Students demonstrate partial understanding and intermittent success with this skill.	Students demonstrate this skill and understanding consistently with the identified prompts.

Your child's progress is shown by an indicator (dot) on a coloured section of the continuum, for example –

- point to words when reading (verbal prompts)



This indicates that this student is beginning to learn this skill through the modelling from the teacher/therapist and through the use of consistent verbal prompts.

We look forward to discussing your child's progress at the Student Support Group Meeting.

Together we Achieve the Extraordinary